

CHILD & ADOLESCENT PSYCHIATRY

Reference No:

Name and Identification No:

**Evaluation covering the last
year as a resident:**

Address:

In the view of the Residency Program Committee, this resident has acquired the competencies of the specialty/subspecialty as prescribed in the *Objectives of Training* and is competent to practise as a specialist.

YES

NO

The following sources of information were used for this evaluation:

- | | |
|--|---|
| <input type="checkbox"/> written examinations | <input type="checkbox"/> oral examinations |
| <input type="checkbox"/> clinical observations (e.g. ITERs) from faculty | <input type="checkbox"/> Structured Assessment of a Clinical Encounter (STACER) |
| <input type="checkbox"/> feedback from health care professionals | <input type="checkbox"/> OSCEs |
| <input type="checkbox"/> completion of a scholarly project | <input type="checkbox"/> other evaluations_____ |

COMMENTS:

| | | |
|------|--|-----------|
| Date | Name of Program Director/Assessor for CCR | Signature |
| Date | Name of Postgraduate Dean/ Assessor for CCR | Signature |
| Date | Name of Resident | Signature |

This is to attest that I have read this document.

Identification number: _____

RESIDENT'S COMMENTS:

Note: If during the period from the date of signature of this document to the completion of training, the Residency Program Committee judges that the candidate's demonstration of competence is inconsistent with the present evaluation, it may declare the document null and void and replace it with an updated FITER. Eligibility for the examination would be dependent on the updated FITER.

CHILD and ADOLESCENT PSYCHIATRY FITER (2016)

(Please read the attached Explanatory Notes before completing this report)

| A rationale must be provided to support ratings with asterisks. | EXPECTATIONS | | | | |
|---|----------------|------------------------|-----------------|-------------------|------------------------|
| | * Rarely meets | * Inconsistently meets | Generally meets | Sometimes exceeds | * Consistently exceeds |
| MEDICAL EXPERT | | | | | |
| 1. Functions effectively as a consultant, integrating all of the CanMEDS Roles to provide optimal, ethical, patient/family-centred and evidence-based medical care | | | | | |
| a. Performs a consultation, including the presentation of well documented assessment, formulation and recommendations in written and/or oral form in response to a request from another health care professional | | | | | |
| b. Appropriately identifies and demonstrates capacity to address relevant clinical issues arising in patient care | | | | | |
| 2. Establishes and maintains clinical knowledge, skills and behaviours described in the Medical Expert section 2 of the <i>Objectives of Training in Child and Adolescent Psychiatry</i> | | | | | |
| a. Demonstrates an advanced level of knowledge with regard to etiology, epidemiology, diagnosis, course of illness, effective treatment within the framework of clinical practice guidelines relevant to the psychiatric diagnosis in children and adolescents as described | | | | | |
| b. Demonstrates proficiency in clinical knowledge of etiology, epidemiology, diagnosis, course of illness, effective treatment within the framework of clinical practice guidelines relevant to the psychiatric diagnosis in children and adolescents as described | | | | | |
| c. Applies lifelong learning skills of the Scholar Role to implement a personal program to keep up-to-date, and enhance areas of professional competence | | | | | |
| d. Contributes to the enhancement of quality care and patient safety in psychiatric practice, integrating the available best evidence and best practices | | | | | |
| e. Describes the CanMEDS Framework of competencies relevant to Child and Adolescent Psychiatry | | | | | |

CHILD and ADOLESCENT PSYCHIATRY FITER (2016)

Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings. Make direct reference to the specific objectives and give specific examples wherever possible.

Sample

CHILD and ADOLESCENT PSYCHIATRY FITER (2016)

| A rationale must be provided to support ratings with asterisks. | EXPECTATIONS | | | | |
|---|----------------|------------------------|-----------------|-------------------|------------------------|
| | * Rarely meets | * Inconsistently meets | Generally meets | Sometimes exceeds | * Consistently exceeds |
| PROCEDURES AND CLINICAL SKILLS | | | | | |
| Demonstrates the ability to perform diagnostic and therapeutic procedures described in Medical Expert sections 3, 4, and 5 of the <i>Objectives of Training in Child and Adolescent Psychiatry</i> | | | | | |
| 1. Performs a relevant and appropriate assessment of a patient | | | | | |
| a. Establishes and maintains an effective therapeutic alliance with patients, including families when appropriate | | | | | |
| b. Identifies and explores issues to be addressed in a patient encounter effectively, including the patient’s and family context, preferences and confidentiality | | | | | |
| c. Performs an appropriate and accurate diagnostic individual and/or family interview for the purpose of evaluation, diagnosis and treatment planning (including prevention and health promotion) | | | | | |
| d. Performs an appropriate and accurate mental status examination for the purpose of evaluation, diagnosis, and treatment planning (including prevention and health promotion) | | | | | |
| e. Performs a focused physical examination, including a focused neurological exam that is relevant and accurate for the purposes of evaluation, diagnosis, and treatment planning (including prevention and health promotion) | | | | | |
| 2. Demonstrates proficiency in selecting appropriate investigations in a resource-effective and ethical manner, including: | | | | | |
| a. Age-appropriate use of evidence-based emotional and behavioral questionnaires and self-report measures | | | | | |
| b. Collateral information gathering | | | | | |
| c. Medical investigation or consultation | | | | | |

CHILD and ADOLESCENT PSYCHIATRY FITER (2016)

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|--|--|--|--|--|--|
| d. Psychological, neuropsychological, and psychoeducational testing | | | | | |
| e. Neuroimaging | | | | | |
| 3. Demonstrates proficiency in effective clinical problem solving and judgment to address patient problems, interpreting available data and integrating information to generate a comprehensive assessment and treatment plan, including: | | | | | |
| a. Developing a comprehensive differential diagnosis | | | | | |
| b. Integrated case formulation that presents a relevant biopsychosocial understanding | | | | | |
| c. Appropriate evaluation plan, including relevant laboratory, imaging, medical, psychological investigations, and collateral information | | | | | |
| d. Developing a comprehensive evidence-based treatment plan implementing and integrating a biopsychosocial approach | | | | | |
| 4. Uses therapeutic interventions effectively | | | | | |
| 5. Demonstrates advanced knowledge in implementing a management plan in collaboration with patients and their families, including: | | | | | |
| a. Assessing risk and applying appropriate therapeutic interventions to minimize risk | | | | | |
| b. Assessing suitability for and prescription of appropriate psychopharmacological treatments | | | | | |
| c. Addressing issues of primary, secondary, and tertiary prevention, as relevant | | | | | |
| 6. Demonstrates advanced knowledge and skill in assessing suitability for psychopharmacological intervention and implements a treatment plan with consideration of the specific issues relevant to children and adolescents, including: | | | | | |
| a. Patient/family education regarding evidence-based use of pharmacological interventions | | | | | |
| b. Providing full informed consent for patient and families, including potential risks, benefits, and side effects of medication | | | | | |

CHILD and ADOLESCENT PSYCHIATRY FITER (2016)

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|--|--|--|--|--|--|
| c. Appropriate dosage and monitoring of pharmacological interventions, including appropriate age and weight dosage and laboratory monitoring, as indicated | | | | | |
| 7. Demonstrates advanced competency in assessing suitability for, prescribing, and delivering at least one of the following psychotherapeutic interventions. For all of the remaining psychotherapies, demonstrates a proficient level of knowledge and skill | | | | | |
| • Behavioral treatments | | | | | |
| • Cognitive behavioral therapy | | | | | |
| • Crisis intervention | | | | | |
| • Family therapy | | | | | |
| • Group therapy with children and adolescents | | | | | |
| • Parental skill development | | | | | |
| 8. Demonstrates working knowledge and skill in assessing suitability for, prescribing, and delivering the following psychotherapeutic interventions: | | | | | |
| • Interpersonal therapies | | | | | |
| • Psychodynamic psychotherapy | | | | | |
| • Dialectical behavior therapy | | | | | |
| • Mindfulness training | | | | | |
| • Motivational interviewing | | | | | |
| • Relaxation therapy | | | | | |
| • Supportive therapy | | | | | |
| 9. Demonstrates proficiency in assessing and managing treatment adherence | | | | | |
| 10. Ensures appropriate informed consent is obtained for therapies | | | | | |
| 11. Seeks appropriate consultation from other health professionals | | | | | |
| a. Demonstrates insight into own limitations of expertise | | | | | |
| b. Demonstrates effective, appropriate, and timely consultation of another health professional as needed for optimal patient care | | | | | |

CHILD and ADOLESCENT PSYCHIATRY FITER (2016)

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|---|--|--|--|--|--|
| c. Arranges appropriate followup care services for a patient and his/her family | | | | | |
| <p>Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings. Make direct reference to the specific objectives and give specific examples wherever possible.</p> <p style="text-align: center; font-size: 48px; opacity: 0.3; transform: rotate(-30deg);">Sample</p> | | | | | |

CHILD and ADOLESCENT PSYCHIATRY FITER (2016)

| A rationale must be provided to support ratings with asterisks. | EXPECTATIONS | | | | |
|--|----------------|------------------------|-----------------|-------------------|------------------------|
| | * Rarely meets | * Inconsistently meets | Generally meets | Sometimes exceeds | * Consistently exceeds |
| COMMUNICATOR | | | | | |
| 1. Develops rapport and trust, as well as ethically, therapeutically, culturally, and developmentally informed relationships with children, adolescents, their parents/caregivers, and families | | | | | |
| a. Ensures that communication fosters patient satisfaction, is developmentally informed, and includes parents/caregivers and families | | | | | |
| b. Uses expert verbal and non-verbal communication | | | | | |
| c. Conveys tolerant and inclusive attitudes | | | | | |
| d. Establishes positive therapeutic relationships | | | | | |
| e. Demonstrates respect for patient confidentiality, privacy, and autonomy within the parent/caregiver and family context | | | | | |
| f. Listens effectively | | | | | |
| g. Is aware and responsive to non-verbal cues | | | | | |
| h. Is aware and responsive to individual developmental needs | | | | | |
| i. Facilitates a structured clinical encounter effectively across a range of patient, parent/caregiver, and family encounters | | | | | |
| 2. Accurately elicits and synthesizes relevant information and perspectives of children, adolescents, parents/caregivers, families, colleagues, and other professionals | | | | | |
| a. Gathers information about psychiatric disorder, beliefs, values, expectations and illness experience | | | | | |
| b. Seeks information and consultation from other sources | | | | | |

CHILD and ADOLESCENT PSYCHIATRY FITER (2016)

| | | | | | |
|---|--|--|--|--|--|
| 3. Conveys evidence-based information and explanations accurately to children, adolescents, parents/caregivers, families, colleagues, and other professionals | | | | | |
| a. Delivers information to patients and others humanely in a manner that is understandable and developmentally and culturally appropriate, and encourages discussion and participation in decision-making | | | | | |
| 4. Develops a common understanding on issues, problems, and developmental context, and plans with children, adolescents, parents/caregivers, families and other professionals to develop a shared plan of care | | | | | |
| a. Identifies and explores problems across encounters in a fashion that includes patients' and others' context, responses, concerns, preferences and developmental issues | | | | | |
| b. Demonstrates respect and understanding of development, diversity and difference among patients, parent/caregivers and families | | | | | |
| c. Encourages discussion, questions, and interactions across a range of patient encounters | | | | | |
| d. Engages patients, parents/caregivers, and families, and other health care professionals in shared decision-making to develop a plan of care | | | | | |
| e. Addresses challenging communication issues effectively | | | | | |
| 5. Conveys effective oral and written information about a child and adolescent psychiatric medical encounter | | | | | |
| a. Maintains clear, accurate, appropriate and timely records | | | | | |
| b. Presents clear and relevant oral reports of clinical encounters and plans | | | | | |
| Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings. Make direct reference to the specific objectives and give specific examples wherever possible. | | | | | |

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| COLLABORATOR | | | | | |
| 1. Participates effectively and appropriately in an interprofessional health care team | | | | | |
| a. Demonstrates proficiency in working in an interprofessional team, facilitating communication, and collaborating respectfully | | | | | |
| b. Consults and helps determine roles and responsibilities of team members | | | | | |
| c. Describes the Child and Adolescent Psychiatrist roles and responsibilities to other professionals | | | | | |
| d. Describes the roles and responsibilities of other professionals within the team | | | | | |
| e. Recognizes and respects the diversity of roles, responsibilities, and competencies of other professionals | | | | | |
| f. Works with other team members to assess, provide, plan, and integrate care for patients and their families | | | | | |
| g. Works with others collaboratively to assess, provide, plan and evaluate other tasks such as education, research, or administration as they pertain to child and adolescent mental health | | | | | |
| h. Participates actively in interprofessional team meetings | | | | | |
| i. Describes the principles of team dynamics | | | | | |
| j. Respects team ethics, including confidentiality, resource allocation, and professionalism | | | | | |
| k. Demonstrates leadership within the health care team, as appropriate | | | | | |

CHILD and ADOLESCENT PSYCHIATRY FITER (2016)

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| <p>1. Works with other health care professional effectively to negotiate and resolve interprofessional conflict</p> | | | | | |
| <p>2. Collaborates with community agencies, schools, and other professionals working with children\adolescents with mental illness and their families</p> | | | | | |
| <p>a. Demonstrates consistent and effective communication with primary care physicians to support, educate, and provide consultation</p> | | | | | |
| <p>b. Identifies appropriate community agencies, demonstrates an understanding of the role of various service providers, and facilitates regular communication to efficiently and effectively provide collaborative treatment planning and delivery</p> | | | | | |
| <p>c. Communicates with school personnel to obtain collateral information and develop a comprehensive evaluation and treatment plan recognizing illness impact on social and academic functioning</p> | | | | | |
| <p>d. Demonstrates the skills to provide support, education, and consultation to school personnel and other non-traditional mental health providers as relevant to the treatment plan</p> | | | | | |
| <p>Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings. Make direct reference to the specific objectives and give specific examples wherever possible.</p> | | | | | |

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| | * Rarely meets | * Inconsistently meets | Generally meets | Sometimes exceeds | * Consistently exceeds |
| MANAGER | | | | | |
| a. Participates in activities that contribute to the effectiveness of his/her health care organizations and systems | | | | | |
| b. Develops skills to manage his/her practice and career effectively | | | | | |
| c. Allocates finite healthcare resources appropriately | | | | | |
| d. Serves in administration and leadership roles, as appropriate | | | | | |
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| HEALTH ADVOCATE | | | | | |
| a. Responds to individual child and adolescent psychiatric health care needs and issues as part of patient care | | | | | |
| b. Responds to the mental health needs of the communities that he/she serves, specifically with respect to the child and adolescent psychiatric patient population | | | | | |
| c. Identifies the determinants of mental health for the child and adolescent psychiatric population | | | | | |
| d. Promotes the mental health of individual patients, communities, and populations regarding child and adolescent psychiatric issues | | | | | |
| <p>Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings. Make direct reference to the specific objectives and give specific examples wherever possible.</p> | | | | | |

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| SCHOLAR | | | | | |
| a. Maintains and enhances professional activities through ongoing learning | | | | | |
| b. Critically evaluates medical information and its sources, and applies this appropriately to practice decisions | | | | | |
| c. Facilitates the learning of children, adolescents and their families, as well as medical trainees, other health professionals and trainees, and the public | | | | | |
| d. Contributes to the development, dissemination, application and translation of new medical knowledge and practices | | | | | |
| Participates in a scholarly project relevant to Child and Adolescent Psychiatry | <input type="checkbox"/> Yes | | <input type="checkbox"/> No | | |
| <p>Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings. Make direct reference to the specific objectives and give specific examples wherever possible.</p> | | | | | |

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|---|----------------|------------------------|-----------------|-------------------|------------------------|
| | * Rarely meets | * Inconsistently meets | Generally meets | Sometimes exceeds | * Consistently exceeds |
| PROFESSIONAL | | | | | |
| a. Demonstrates a commitment to his/her child and adolescent patients and their families, as well as to his/her profession and to society through ethical practice | | | | | |
| b. Demonstrates a commitment to his/her child and adolescent patients and their families, as well as to his/her profession and to society through participation in profession-led regulation | | | | | |
| c. Demonstrates proficiency in knowledge and the relevant application of health care acts and regulations, federal or provincial, pertinent to Child and Adolescent Psychiatry practice | | | | | |
| d. Demonstrates a commitment to physician health and sustainable practice | | | | | |
| <p>Please comment on the strengths and weaknesses of the candidate and provide a rationale for your ratings. Make direct reference to the specific objectives and give specific examples wherever possible.</p> | | | | | |